

Communication and Language

Nursery - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Celebrations & Experiences to prompt discussions	Starting Nursery, school uniform, Autumn trail, Weather, Birthdays, Favourite songs, Halloween	Harvest time, Bonfire Night, Christmas, Nativity, Diwali, Nursery Rhyme week.	Lunar New Year, visitors in school, People who help us, Winter Walk	Gardening, nature, Spring walk, scavenger hunt, Mother's Day, Easter egg hunt.	Eid, Start of Ramadan. Planting seeds, New animals/farm visit	Weather, picnic outside (with families), Minibeasts
The Reception expectations in C&L for reference. Where are children going?	Listening, Attention and Understanding • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					

Ongoing Communication and Language experiences developed throughout the year	Communication and Language is developed throughout the year through; <ul style="list-style-type: none">• High quality interactions – ShREC Approach• Daily group and individual conversations within the provision areas• Learning new vocabulary and its meaning during adult and child-led learning• Adults teach new vocabulary and how to use it in a range of contexts.• Children encouraged to use new vocabulary in discussions with teachers and peers.• Exposure to new rhymes, poems and songs to learn• Early Talk Boost Groups
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Vocabulary	Listen, looking ,reading, wait, turn, story, carpet time, join in, question, song, rhyme, instruction, patient, safe, my turn, your turn, poem, question, group, friends, sitting, chat, discuss, conversation, who, what, where, when, why, because, reply, sentence, speak, talk, him/her, prepositional language					
Listening skills Intent	Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given. Listens during adult guided activities.	Listens to simple stories. Listens to other people speaking to them.	Listens to others speaking and continues the conversation following on from what has been said.	Enjoying listening to longer stories. Pays more attention to what is happening in the stories being read.	Listens more carefully. Knows why we should listen.	Listen attentively and respond to what they hear with relevant questions, comments, or actions.
Implementation	Carpet time, sound/listening games, daily and weekly songs, rhymes, music and stories shared. Instruments and sound activities within provision.	Carpet time with verbal and visual reminders for listen to others, daily and weekly songs, rhymes, music and stories shared, Adults modelling listening to others speaking.	Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared, Adults modelling listening to others speaking and ‘serve and return’ conversations	Daily story time and discussions around the stories read – what has happened, what might happen, what is happening in the story or event. Ongoing conversations within provision areas.	Carpet time, group work, encouraging children to listen and explaining how to keep safe and why we should listen at different times.	Carpet time, group work, assembly time, asking children questions and modelling questions.
Attention skills Intent	Focusing on an activity of my own choice for a short period of time. Beginning to show	Focusing more attention on stories being told to them. Give attention to others who are speaking to me.	Paying attention when listening to longer stories. Switches attention between listening to	Focusing more attention on a chosen activity. Sits and listens during quieter or adult led	Knows that they sometimes have to wait their turn when speaking.	Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to

Implementation	<p>attention to the adults in my setting. A range of activities for the children to choose from, adults conversing with children.</p>	<p>Daily story time and text sharing time. Adults modelling turn taking, adults supporting children to converse.</p>	<p>others and completing a task. Carpet time, daily story time, adults modelling completing tasks and conversing and listening and supporting children to do this.</p>	<p>activities when appropriate. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Adults reminding children to take turns and supporting them to do this. Group activities set up for children to access.</p>	<p>more than one thing at a time. Carpet time, assembly time, visual and verbal reminders to sit and listen.</p>
<p>Responding skills</p> <p>Intent</p>	<p>Points to objects upon request. Beginning to join in with adult guided activities with support from an adult. Follows one key word instructions.</p>	<p>Responds to adults and children that are trying to converse with them.</p>	<p>Answering 'who, what, where' questions. Follow a three key word sentence or instruction. Talks and responds to other children during play.</p>	<p>I am responding during conversations and reasoning using the word 'because'.</p>	<p>Responds to simple questions.</p>	<p>Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'smart sitting on the carpet'.</p>
Implementation	<p>Story time, discussions with adults in nursery, simple instructions, modelling responses, visual cues given. Questions at snack time "Would you like ___ or ___?"</p>	<p>Discussions with adults in nursery, modelling conversations and narrating actions</p>	<p>Discussions with adults in nursery, adults given children instructions with increasing complexity.</p>	<p>Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'.</p>	<p>Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'.</p>	<p>Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening.</p>

<p>Understanding skills</p> <p>Intent</p>	<p>Recognises and points to objects that are spoken to me. Understands 1 key word instructions e.g. stop, drink.</p>	<p>Shows an understanding of text being read to them using the pictures. Understands simple concepts such as 'big/small'.</p>	<p>Recalling what happens in a story I have read. Understanding a three key word sentence.</p>	<p>Beginning to understand one step instructions and questions.</p>	<p>Understanding prepositional language e.g. 'on', 'under'. Asking why things are happening.</p>	<p>Follow 1 step instructions Understand 'why' questions.</p>
<p>Implementation</p>	<p>Asking and encouraging children to answer questions either verbally or physically, giving children simple clear instructions, conversations with children.</p>	<p>Reading texts with examples to prompt discussion, working in provision with a range of loose parts and objects. Narrate what can be seen in the illustration of stories. Wondering aloud as we read.</p>	<p>Modelling conversations with children and staff, giving children opportunities to talk about stories that have been read and shared together.</p>	<p>Modelling asking and answering questions, asking children questions in a variety of situations. Using familiar routines (for example, put on your coat). Using visual supports when needed.</p>	<p>Modelling the use of prepositional language, activities based around prepositional language, encouraging children to ask questions and answering the questions children have. Scavenger hunts and games.</p>	<p>Asking and encouraging children to answer why questions, using visual to support responses. Giving children simple clear instructions with visual prompts</p>
<p>Speaking skills</p> <p>Intent</p>	<p>Links words together when speaking. Developing more speech sounds and pronunciation of sounds. I can use words to begin to communicate my needs.</p>	<p>Using words to communicate what I want and make myself understood. Asking 'what' questions. Using the terms 'me, him, her'.</p>	<p>Answering 'who, what, where' questions. I can recite Nursery Rhyme from memory. I am beginning to speak simple sentences. I am beginning to link sentences with 'and'.</p>	<p>I can recite or retell a past event in my life to someone else. Asking 'where' and 'who' questions.</p>	<p>Using a wider range of vocabulary in my play. Singing some songs independently.</p>	<p>Use simple sentences. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play.</p>

Implementation	<p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions,</p> <p>Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, encourage more reluctant children to talk.</p>	<p>Adults modelling conversations and supporting children to converse. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions,</p> <p>Observations of children, Daily and weekly songs and rhymes built up across the year, modelling the use of pronouns and language 'me, him, her'.</p>	<p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, asking children questions and modelling and supporting children to ask questions and answering them.</p> <p>Daily rhymes.</p>	<p>Adults modelling and supporting children to recount their weekends or special events in their life, adults asking children where and who questions and supporting children to ask these questions too.</p>	<p>Adults planning in topic specific vocabulary across the year, children learning a range of songs.</p>	<p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions,</p> <p>Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.</p>
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